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ABSTRACT

This handbook for leaders of workshops to teach tutors how to use newspapers in adult literacy education outlines the purpose and procedures of the workshops and provides some audiovisual materials. The materials are intended for use in a 2-hour tutor workshop designed to incorporate various teaching modes: lecture, discussion, questioning, hands-on experience, and large and small group interaction and activities. They are designed for use by volunteers who may or may not have formal teaching background or training. Sections outline the workshop objectives, materials needed, workshop organization and schedule, and step-by-step presentation schedule. A section on leaders' materials contains material for overhead transparencies, including class outlines for the tutors and visual materials for their use in instruction, such as advertisements and news stories. Appendices include notes on the relevance of the Adult Performance Level program to tutors, sample lesson plans to be used as transparencies, and a self-evaluation form. (MSE)

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Read All About It!!

Tutor Adults with Daily Newspaper

Leader Handbook

Margaret Williams

with Geri Mycio and Lucy Warren

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Edited by V. K. Lawson

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All proceeds from sale of this book go to further the work of Literacy Volunteers of America, Inc., and Literacy Volunteers of New York State.

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Special thanks to those hundreds of LVNYS tutors whose comments and enthusiastic participation in the workshops around the state in the past two years have added immeasurably to its success.

Gannett Foundation

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LITERACY VOLUNTEERS of AMERICA Inc.

Read All About It!!

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INTRODUCTION

Materials linking the newspapers and classroom learning for children and teens are readily available to teachers. Even though some of these materials are adaptable for the tutor who teaches reading and conversational English on a one-to-one basis, there was little material aimed specifically to the adult student. This identified need caused Literacy Volunteers of New York State, Inc. to approach the Gannett Foundation and the New York State Newspaper Foundation with a proposal to develop a workshop and materials on "Using the Newspaper as an Instructional Tool for Adult Learners." The grants were awarded in 1981 and 1982.

The workshop was designed to incorporate various teaching modes: lecture, discussion, questioning, "hands on" experience, large and small group interaction and activities. The visual aids include transparencies, newsprint and newspapers.

The uniqueness of the workshop and materials is that they are directed toward volunteer tutors who may or may not have had formal teaching backgrounds. However, they can be adapted for small groups and Adult Basic Education settings.

This manual will provide an experienced trainer with the background information, step-by-step procedure, outline and all materials needed to present the in-service workshop.

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READ ALL ABOUT IT!!
Tutor Adults with Daily Newspaper
Leader Handbook

OBJECTIVES

Upon completion of the 2-hour training in tutoring with the newspaper, a tutor should be able to:

1. Understand reasons for using the newspaper as an instructional tool for adult new readers.
2. Introduce the newspaper's overall format and content to the adult low-level reader/conversational English student.
3. Understand the relationship of adult characteristics and adult learning principles to the newspaper setting and newspaper reading.
4. Integrate the personal and survival living needs of adult learners with newspaper reading.
5. Incorporate Adult Performance Level Categories, Goals and Skills, with selected newspaper activities.
6. Develop individualized teaching materials and activities for adult learners based on newspaper items/articles.
7. Provide independent student activities that reinforce and support new learnings and specific needs/interests of adult students.

MATERIALS NEEDED

1. Overhead Projector
2. Transparencies (mechanicals included)
3. Newsprint paper
4. Masking tape
5. Extra newspapers
6. **READ ALL ABOUT IT!! Tutor Handbook** for each trainee
7. Copies of evaluation form (master included)

Each participant is requested to bring a local daily newspaper to the workshop.

LEADER TIPS

The workshop design could be divided into two parts. The first part covers much of the background material, building step-by-step toward the second part — the application of the lesson plan using the newspaper and the Adult Performance Level Category Goals and Skills.

The workshop flow is:

PART 1
- Rationale
- Introduction of newspaper
- Adult Learner characteristics
- Language development sequence
- APL category Goals/Skills
- 3 step lesson plan

PART 2
- Application of 3 step lesson plan
- Using newspaper and APL category Goal

An effective workshop leader links each section to the one following so that a flow and continuity occur. This enables participants to follow a logical progression that is relevant and makes sense. Some leaders find this skill comes easily and naturally. Others may have to work at developing this skill. Using the Outline on the following pages, some suggested linkage statements might be:

Following outline section #1 —
"Now that we have listed the reasons for using the newspaper with adults, we should first introduce the adult student to the overall newspaper format and content."

Following outline section #2 —
"Introducing the adult student to the newspaper may be relatively easy or difficult because some specific adult learning characteristics. Let's list some of those."

Following outline section #3 —
"Another part plays into newspaper reading or any reading. This is language development."

Following outline section #4 —
"One of the characteristics of adult learning was immediate application. A study . . . APL categories."

Following outline section #7 —
"In a few minutes we will use the APL category Goals in a lesson plan. But first, let's look at 3 simple steps to a lesson plan."

Following outline section #10 —
"We have noted how the newspaper provides material for the APL categories. Now, let's use the lesson plan steps and move through an actual plan using a student profile and see how it all comes together."

*Remember to apply materials to conversational English students as well as basic reading students.
*The information presented in the lecture portion is a model for trainers and should be covered in your own informal style.
*The material to be presented on transparencies may also be presented on slides or flip charts. Adapt the visual method to whatever resource is available.

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Read All About It!!
Tutor Adults with Daily Newspaper
OUTLINE

Time/Section			
(10)	1.	Rationale for using the newspaper — Brainstorming	(OH-1)
(5)	2.	Introducing student to the newspaper — Lecture	(OH-2)
(10)	3.	Review the adult learner (a) Individuals list what they know about the adult learner (b) Comparison list	(OH-3)
(5)	4.	Normal sequence of language development	(OH-4)
(5)	5.	Modified APL Categories/Skills — lecture	(OH-5, OH-6)
(10)	6.	Activity — Divide into APL Groups — identify parts of the paper for use with APL Goals — Distribute Newspaper to each group Have each group find survival learnings (if small workshop, use 1 or 2 APL categories)	
(15)	7.	Debrief in total group —	
(10)	8.	Discuss three parts of the lesson plan A. Experiential B. New Learnings — Student — Tutor Activities C. Applied — Independent Activities	(OH-7)

Time/Section			
(5)	9.	4 BRW Techniques Instructional Learnings	(OH-8, 9, 10, 11)

— BREAK —

(OH — OVERHEAD TRANSPARENCY)

(15) 10. Application of 3 step lesson plan — Walk through a specific lesson — using a selected newspaper article and APL CATEGORY. Leader and total group (OH-12, 13, 14)

(20) 11. Independent Small Group Activity Directions —

(a) Select recorder (OH-15)

(b) Identify type of student — use profile or one of their own. Choose newspaper article that fits APL goal applicable to your interest or needs. Using blank lesson plan from Tutor Handbook, develop a number of student independent activities related to student/tutor activities.

(20) 12. Group Discussion

(5) 13. Wrap-up

What new ideas/skills did I learn today?
What ideas/skills did I re-discover today?
What will I do with them?

Total Workshop Time — 2 hours

WHY USE THE NEWSPAPER?

RELEVANT TO LIVES OF ADULTS

DEALS WITH CURRENT EVENTS

PERCEIVED AS ADULT IN CONTENT

IS A SIGN THE PERSON CARRYING IT CAN READ

IS INEXPENSIVE, EASILY AVAILABLE, AND CONSUMABLE

HAS SHORT SELECTIONS:

- PICTURES
- CARTOONS
- STORIES
- LETTERS
- CHARTS
- DIAGRAMS
- MAPS

USES DIFFERING SIZES AND STYLES OF TYPE

Step-By-Step Presentation Procedure

Inform the trainees that the information covered in the Workshop is in their **Read All About It!! Tutor Handbook** and that they will not need to take notes during the workshop. You should be familiar with the total content of the tutor handbook prior to giving the Workshop.

	Notes
	PRESENTATION METHOD:
1. Rationale for using the newspaper.	
The leader seeks input from the group by asking the question — **Why is the newspaper ideal teaching material for the adult low-level reader?**	*questioning*
	comparison
a) List reasons on chalkboard or newsprint. b) Compare with transparency (OH-1)	
2. Introducing student to the newspaper.	*informal presentation*
The leader presents the following information in lecture-style (OH-2)	
Spend time with your adult student emphasizing the structure and general content of the newspaper. This should be a "hands on" activity between tutor and student. Use the index listed on the front page for an overview of the entire newspaper. Since adult students will be at different reading levels and may have had various exposure to the newspaper, allow the student to demonstrate what he/she already knows. Then give additional information as is appropriate. Be cautious not to overwhelm a student with too much information. A lesson could be devoted to learning to read the names of the sections of the newspaper and identifying different types of information that can be found in it.	
3. Review the adult learner.	*individual activity*
Instruct workshop participants to individually list what they know about the adult learner — give example — i.e. "The adult learner has many experiences to draw upon".	*discussion comparison*
— Allow 3 min. for listing — — Debrief by asking each person to give one of their examples — — Control lengthy explanation —	

— Have one participant record on newsprint —
— Compare with transparency information (OH-3)

4. Normal Sequence of language development

informal presentation

Use transparency to present language development and link with newspaper in each sequence (OH-4)

examples

Suggestions:

Experience — creating new experiences for student through newspaper article or enlarging on students' experience.

Listening — read article to student — read words — point out pictures to ESL Student.

Speaking — student retells article in own words. ESL student repeats new vocabularly and use in sentence form.

Reading — develop reading activities for student incorporating needed skills in comprehension, phonic analysis, sight, etc.

Writing — answer ads, write letters, lists, comments, notes

5. APL Categories/Goals (OH-5,6)

informal presentation

Leader presents brief history of Adult Performance Level Study. (Appendix A). Emphasis is on 6 categories and what the objectives mean to a functioning adult in american society. (Refer participants to **Read All About It!! Tutor Handbook).**

6. Activity

small group activity

Objective: to lift awareness of participants to the numerous articles/parts of the newspaper that can be related to APL categories.

Divide participants into 6 small groups. Assign one APL category to each group. Their task is to identify as many items in newspaper that relate to assigned APL category. Use magic markers to circle items.

7. Debrief

report back

Each group reports examples of what was revealed by the activity.

Leader emphasizes relevance of APL categories to newspaper content. *facilitating*

8. Discuss three parts of the Lesson Plan *information giving*

Using transparency (OH-7) leader gives explanation of:

A. **Experiential** — explore interests/needs of student on a discussion basis. Tutor's own experience may help trigger information from student. Use open questioning techniques. Objectives are to identify a student need and to place the learning in a meaningful context for the student. *clarifying*

B. **New Learning** — Student/Tutor Activities
— Identify specific information needed by student —
-- Identify specific reading/writing/language skills to be taught —
— Develop activities student/tutor will engage in to learn and reinforce skills.

C. **Applied** — Independent Activities
Assign independent activities for student to complete that will reinforce and/or begin to activate use of information/skills in everyday living. Include ones which encourage use of newspaper.

9. Four Basic Reading Techniques (OH-8,9,10,11) *review*

The leader may prefer to review **briefly** the four reading approaches learned in the LVA Basic Reading Workshop. Language Experience, Sight Word, Phonics and Phonics in Pattern.

10. Application of 3 step Lesson Plan — Walking through a specific lesson. *leader / large group activity*

Using a selected newspaper article and APL category, leader and participants develop a list of student/tutor learnings/activities and independent student activities. *questioning* *clarifying*

Student profile presented verbally by leader — 27 year old female student, reads at level E (2.5 gr. level), divorced; wants to get back into dating scene and have a meaningful relationship. Is employed by a Day Care Center to prepare daily lunches. Is quite overweight.

Step I
A. **Experiential** — need identified —
lose weight
feel physically attractive
become dateable

APL Category — Health/Community Resources

Step II

B. **New Learnings** — refer to transparency (OH-12) newspaper advertisement on jazzercise, group determines possible reading skills/learnings to be taught. Also possible student/tutor activities that could be developed.

Leader lists on newsprint. When list has been exhausted, move to

Step III

C. **Applied Activities** — repeat same process as in Step II focusing on independent student activities.

Throughout the activity, the leader takes on the role of facilitator —questioner and clarifier.

The transparencies (OH-12,13) on the sample newspaper lesson plan will aid in comparing results of workshop group and may add to comments and discussion.

comparison

The leader reviews linkage of newspaper with lesson plan. Be prepared to give examples of other APL categories and student's needs linking to newspaper.

summarizing

An expanded in-service would include a small group activity developing a lesson plan using the newspaper as the teaching tool —see directions on transparency. (OH-15)

WRAP-UP

Hand out evaluation form and ask workshop participants to think through and write down some statements.

This activity helps to imprint and reinforce workshop materials presented as well as offer thinking time for application.

Notes Notes Notes Notes Notes Notes Notes

INSIDE TODAY

ANN LANDERS ..... C 10

CLASSIFIED ADS ..... B 7-17

COMICS ..... C 14,15

DEATHS ..... C 8

EDITORIALS ..... C 2

FINANCIAL ..... A 7-10

LOCAL NEWS ..... C 1-5

LIVING ..... C 9-11

NEWS POWER ..... C 4

PEOPLE IN THE NEWS ..... A 3

PICTURE PAGE ..... B 18

PUZZLE CORNER ..... B 17

REPORTER'S NOTEBOOK ..... C 4

SPORTS ..... B 1-6

TELEVISION ..... C 12,13

WEATHER ..... A 2

(9)

Adults generally:

- view themselves as responsible, self-directed, independent
- feel threatened by formal examinations
- resent being treated like children
- learn best in informal setting
- want realistic methods and lessons
- prefer to make their own decisions
- are embarrassed by their illiteracy
- are motivated by goals
- are sensitive to criticism
- are experienced

THE SEQUENCE

OF LANGUAGE DEVELOPMENT

EXPERIENCE

LISTENING

SPEAKING

READING

WRITING

MODIFIED APL GOALS

OCCUPATIONAL KNOWLEDGE

CONSUMER ECONOMICS

HEALTH

GOVERNMENT AND LAW

COMMUNITY RESOURCES

AMERICAN SOCIAL CUSTOMS

APL SKILLS

Practiced in the context of APL
Content Area Goals

IDENTIFICATION OF FACTS

READING

WRITING

COMPUTATION

PROBLEM-SOLVING

STEP I

EXPERIENTIAL —

- share experience
- identify needs/interests

STEP II

NEW LEARNINGS —

- teach new learnings
- reinforcement activities

STEP III

APPLIED —

- relevance and use in life situation
- independent activity

EXPERIENCE STORY APPROACH

An expression in the student's own words of something from his/her experience.

SIGHT WORDS

- Extremely common words
- Survival words
- Phonically irregular words

PHONICS

- Sound/symbol relationships
- Used to teach consonants

WORD PATTERNS

Used to teach vowels

IN	SLOW
PIN	GROW
FIN	BLOW
BIN	SNOW

(18)

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Bending-Stretching-Jumping-Dancing
You'll Tone! *You'll Firm!* *You'll Love It!*

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(19)

NEWSPAPER LESSON PLAN

APL Category: Health
Community resources

Step I — Experiential — discuss need

Step II — New Learning suffix ing

Newspaper article - "jazzercise"

add ing

stretching	diet
bending	eat
jumping	drink
dancing	fast
opening	cook
	look

teach ing added to words ending in e

Exercise — add ing to following words

dance ing	telephone	reach
date ing	smoke	shape
mate ing	develop	lose
hope ing	exercise	firm
love ing		

Student/Tutor Activities

1. Discuss other community resources for exercise
2. Discuss other community resources for dieting
3. Teach calorie value
4. Teach nutrition information
5. Discuss wisdom of Dr. appointment
6. Talk about low calorie foods & preparation

Step III — Independent Activity

Develop diet plan
Call for info.
Take a free session
Look in newspaper for other ads
Compare value
Keep a record of everything you eat
Add up the calories
Get a calorie book at library
Begin to diet
Underline ing words in newspaper
Write root words

APL GOAL:

EXPERIENTIAL:

Discuss and relate to student's experience:

NEW LEARNING:

Listening Vocabulary:

Tutor/Student Activities:

(22)

APPLIED: Independent Student Activities (addressed to student)

EXPANSION TOPICS FOR FUTURE LESSONS:

THE RELEVANCE OF THE ADULT PERFORMANCE LEVEL PROGRAM TO LVA TUTORS*

Literacy Volunteers have always been trained to use materials in their tutoring which fill an immediate need of the student in his/her everyday livin g. Therefore, the findings of the Adult Performance Level (APL) Study are particularly relevant to our volunteer tutors.

The primary aims of that research, conducted in 1975 by the University of Texas at Austin and funded by the US Office of Education, were to specify the competencies needed for success in today's society and to develop instruments for measuring such competencies.

After much field testing, the research team reached consensus on the following statements regarding the definition of functional competency: 1) the term is meaningful only in a specific societal context; 2) functional competency is best described as the application of a set of skills to a set of general knowledge areas; 3) functional competency results from a combination of individual capabilities and societal requirements; and 4) functional competency is directly related to success in adult life.

The APL Program identified five general content areas that collectively assess most of the abilities judged to be critical to the daily life of successful adults. The five content areas are:

Community Resources
Occupational Knowledge
Consumer Economics
Health
Government and Law

Simultaneously, the program focused on five skills that are deemed important for successful living in our society. These are:

Identification of Facts and Terms
Reading
Writing
Computation
Problem Solving

The resulting APL Assessment Program focuses on basic tasks related to everyday living and is designed to measure the life skills proficiency of both young and mature adults. It is a two dimensional model of functional competency that sets these skills into the context of the five general content areas.

First, a goal statement and a set of objectives were developed for each of the five content areas. Then questionnaires to test competency as related to each objective in the five areas were developed as well as a survey to quickly sample skills and knowledge in each. Three levels of competency were defined:

APL LEVEL 1

Has an inadequate degree of competency — a definite need for study and remediation to meet the APL goals and objectives through the application of basic skills.

APL LEVEL 2

Has a marginal degree of competency — a need for study and review to meet the APL goals and objectives through the application of basic skills.

APL LEVEL 3

Has an adequate degree of competency — may need some review to continue to meet the APL goals and objectives through the application of basic skills.

In March 1976, the American College Testing Program (ACT) was granted the exclusive rights to refine, adapt, publish and distribute APL matorials. The five Content Area Measures and Survey were designed to be used by those thoroughly familiar with the principles of measurement and experienced in the administration of standardized achievement tests. Therefore, while ACT's recently published Measures are not readily adapted to the LVA program, the revised goal statements and objectives certainly are.

The APL Program is designed to meet a variety of adult education and high school program needs. At the tutor level, the APL goals and objectives form a core around which lessons can be planned. Because the needs of students differ, the form of the resulting lessons will differ from one student and locality to another. In each instance, however, lessons plans can be based on the knowledge and skills necessary for successful adult functioning, and instruction can be directed toward assisting the students to attain the required knowledge and skills.

LVA endorses the APL concepts as consistent with its stated purposes. The adult learners' ability to decode and comprehend written materials in the areas of his/her needs and interests, or to communicate orally in English are prerequisite to becoming functional in the knowledge areas identified by the study. The definition of goals and objectives in the APL program provide direction and structure for the LVA tutor's development of an individualized and meaningful course of study for his/her student.

*Statements on APL Program adapted from American College Testing Program material.

GOAL: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

Times-Picayune New Orleans, LA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Economical shopping, comparative shopping, use of coupons.

STEP 2

NEW LEARNING:

Listening Vocabulary: *purchase, subject, tropical, avocado.*

Tutor/Student Activities:

1. Read the ad together, including prices.
2. Ask: How many fruits are advertised?
3. Teach as sight words: *broccoli, pears, bananas, pineapples.*
4. Discuss with student the value of vegetables and fruit in diets.
5. Use a U.S.A. map and locate the states mentioned.
6.
7.

Additional Activities: **(T/S)**

1. On which day of the week are food ads in the newspaper? When should you shop to take advantage of the sales?
2. Compare two grocery ads from the newspaper to find the best bargains.
3. Make up a grocery list from a newspaper ad. Don't spend over $25.

STEP 3

APPLIED: Independent Student Activities

1. If you had a vegetable garden, list the vegetables you would grow.
2. Find a recipe in your newspaper for a vegetable dish.

EXPANSION TOPICS for future lessons: Balanced diet, cooperative buying, vegetarianism, sharing produce with food kitchens.

GOAL To understand how the structures of government and the functions of the legal system delineate rights and obligations.

Making sure evil tricks don't spoil the treats

In Oakland it's the Pumpkin Patrol, off-duty police officers who don orange windbreakers and take to the streets Halloween night.

In San Rafael, police visit all the schools a few days before Halloween and hand out cards — decorated with witches, pumpkins and black cats — that list suggested precautions for trick-or-treaters.

The Contra Costa County sheriff warns that "not all goblins are small children in costumes."

As Halloween approaches, Bay Area law enforcement agencies are warning parents and youngsters to take a number of precautions — most of them aimed at keeping tainted candy out of the hands of children and preventing accidents as youngsters walk the darkened streets.

Last year, cases of tampered treats were reported throughout the Bay Area.

In San Francisco, needles were discovered in Tootsie Rolls, and razor blades were discovered in apples.

In Foster City, drugs were found in candy.

And in Vallejo, Milk Duds were laced with a cleaning agent.

Nearly all Bay Area police departments plan to have extra people on duty in residential neighborhoods next Monday night - believing that a visible police presence stops many problems before they begin.

Sgt. Bob Foster, a member of the board of directors of the Oakland Police Officers Association -- the primary sponsor of the Pumpkin Patrol -- said that since the Pumpkin Patrol appeared three years ago, instances of tampered candy have "dropped off dramatically.... In fact, we've had an effect on the general crime problem. Crime has just about stood still."

The Pumpkin Patrol consists of about 70 off-duty police and normally attracts several hundred citizen volunteers.

The San Rafael Police Department is typical of many area forces in sending officers out to schools.

San Francisco Examiner, San Francisco, CA

STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Halloween customs, mentally disturbed people, customs similar to "trick and treat" in other countries, importance of visibility of night.

Listening Vocabulary: *windbreakers, decorated, goblins, approach, enforcement, precaution, tainted, tampered, don, residential.*

Tutor/Student Activities:

1. Read article. Identify the *Who?, What?, When?, Where?,* and *How?* of the story.
2. What might be on the card the San Rafael police hand out?
3. What were some of the dangerous things in the Halloween treats?
4.
5.

Additional Activities **(T/S)**

1. If your community has a Neighborhood Watch, get some of its materials.
2. Select an article on police and public relations activities and use it as a basis for a lesson.

STEP 3

APPLIED: Independent Student Activities

1. Look in your paper for a story about Halloween dangers. What is your town doing about them?
2. Are Halloween parties a better idea than "trick or treating"?

EXPANSION TOPICS for future lessons: Poison control, highway safety; off-duty police as protectors.

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GOAL: To understand the variety of social customs in the United States and to enable the student to locate the information in the newspaper.

800 hit the pavement in area's fifth annual walk against hunger

By KAY STEWART
Courier-Journal Staff Writer

On a perfect day for a walk, 800 adults, teen-agers and children — some on roller skates, some in strollers, and some with big, loud cassette players — took a hike over Louisville's sidewalks yesterday.

As a result, a lot of hungry people in the metropolitan area and the African country Zimbabwe will get some food.

By covering 6.2 miles — from the University of Louisville's Belknap Campus to the Riverfront Plaza/Belvedere and back — the group raised $14,182.93 in pledges from churches, businesses, charitable organizations and individuals.

That made the 5th annual Louisville United Against Hunger walk the most successful.

Half of the money will be donated to Dare to Care Inc., a non-profit agency that expects to distribute food to more than 70,000 hungry people this year in the metropolitan area, including Southern Indiana.

The other half will go to Coordination in Development Inc., a non-profit group that will use the money for a gardening project to feed hungry people in Zimbabwe.

Courier-Journal, Louisville, KY

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STEP 1

EXPERIENTIAL: Discuss and relate to student's experience: Nutrition; volunteering; group walking for awareness or protest; hunger in the world.

STEP 2

NEW LEARNING

Listening Vocabulary: *metropolitan, African, pledge, charitable, individuals, donated, distribute, non-profit.*

Tutor/Student Activities:

1. Teach as pattern word: *hike;* as sight words: *sidewalk, church, business.*
2. Explain to student that each walker asks friends to pledge a certain amount of money for each mile he or she walks.
3. Give the student a map of Africa. Explain that Africa is a continent and Zimbabwe is one country on that continent.
4. What were some other good results from the walk beside raising money? Discuss.
5.
6.

Additional Activities: (T/S)

1. Look through local newspapers for fund-raising events.
2. Using the city bus map, make up a route for a Walk that would avoid the most traffic.

STEP 3

APPLIED: Independent Student Activities

1. List the types of foods which should be bought with the money the Walkers raised?
2. What should be bought for the gardening project in Zimbabwe? List.
3. Where would hungry people in your community go to find free food? List them.

EXPANSION TOPICS for future lessons: The seven continents, habits and customs of other lands, food and climate in Africa, combating hunger with food projects such as home gardens, conserving food.

Read All About It!!

Tutor Adults with Daily Newspaper

Trainee Self-Evaluation

New Ideas and Skills I Learned Today:

Ideas and Skills I Rediscovered Today:

Self-Contract: How I Plan To Use These Ideas And Skills.

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Signed